

St Germans Primary School



Special Educational Needs and Disabilities Policy

At St Germans Primary School, we strive to support all children to enable them to reach their full potential. To do this, many steps are taken to support them through their learning journey. Quality teaching is vital, however for some children there are occasions when further additional support may be needed to help them achieve their targets.

The Special Educational Needs and Disability Coordinator at St Germans Primary is Miss A Beaman. The Headteacher is Mrs I Bennett. The Special Educational Needs and Disability designated Governor is Mrs E Reed.

Headteacher/SENDCo
Review Frequency: Annually
Next Review: September 2024

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Definition of SEND and Cornwall's Local Offer

Definitions of Special Educational Needs and or Disability (SEND) taken from Section 20 of the Children and Families Act, 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within definition (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996).

When organising additional support it is very important that children with SEND are provided with a broad and balanced Curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

At St Germans Primary School, we follow the national SEND Code of Practice and this can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available both to those families in Cornwall who have an Education, Health and Care Plan (EHCP) and those who do not have a Plan, but still experience some form of SEND. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Cornwall's Local Offer gives children and young people with SEND and their families information about what support services the Local Authority think will be available in their local area. Cornwall's Local Offer can be found on The Cornwall Family Information Services website: <http://cornwall.childreancesservicesdirectory.org.uk>

Mission statement

In education, some children and young people need something additional to or different from what is provided for most children; this is Special Educational Provision. Special Educational Needs and Inclusion is always a priority at St Germans Primary School. We believe we provide high quality teaching that is adapted and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all children.

We will ensure that teachers and teaching assistants are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this Policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Our objective in setting out the school's SEND Policy is to make everyone aware that we want all children to benefit as fully as possible from the education provided within the school.

We cater for children who experience difficulties in:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health issues.
- Sensory and/or physical needs.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and children working together. This includes using the expertise of outside agencies. Our commitment to this is outlined in this Policy.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance. We as a school community have a commitment to promoting equality.

We are aware of our duty to safeguard children, young people and families, from violent extremism and radicalisation. We have a separate Prevent Policy outlining this.

We believe it is essential that this Policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this Policy.

Inclusion of children with SEND

The percentage of children with SEND in our school can vary throughout the year, although it tends to be around 16% of the school population. The Headteacher oversees the school's Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school Curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all children.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education with equal access to the Curriculum, and ensure that each child's achievements are valued. This is in line with the Special Educational Needs Code of Practice, 2015. We also aim to:

- Have due regard to the Special Educational Needs and Disability Code of Practice.
- Identify and access children with SEND as early as possible.
- Have in place systems whereby teachers are aware of such children.
- Make sure procedures for identifying children with SEND are known by everyone.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, local authority and outside agencies.
- Involve the child's parents or carers at every stage.
- Provide adaptations within a balanced and broadly based Curriculum in a way which supports children with SEND.
- Provide factual and up to date records of the child through the school.
- Raise staff awareness and expertise through INSET.
- Make sure there are adequate resources for SEND children.
- Have high ambitions and expectations for children with SEND
- Ensure all children make effective progress and realise their full potential.
- Ensure all children take a full and active part in school life.
- Protect children from the risk of radicalisation and extremism.
- Maintain close links with the support services, other schools and outside agencies.
- Ensure compliance with all relevant legislation connected to this policy.
- Work with other schools and the local authority to share good practice in order to improve this policy.

Objectives

Identify the needs of children with SEND as early as possible

Early identification is done effectively by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school. Once a teacher has expressed concern about a child, the SENDCo records that concern and makes arrangements for the teacher to monitor the child's progress until the next half termly or termly meeting.

Once this concern has been registered, the class teacher will work closely with the child in the normal classroom context, observing the child's progress and difficulties and ensuring any extra help available may be targeted for the child. If the class teacher is still concerned, after a period of monitoring, a decision will be made for the class teacher to meet with the parents for consultation about the child's needs. On agreement at this stage from parents, the child will be added to the SEND Register of Need and children at this stage should be offered extra support from within the context of a Personalisation Plan.

The Personalisation Plan should contain SMART targets using a Graduated Approach (as outlined on page 8).

Clear concise triggers for intervention through targeted support could be that the child:

- Makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some Curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical difficulties and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and or interaction difficulties.

Monitor the progress of all children

To aid the identification of children with SEND, continuous monitoring of those children will be carried out by their teachers. This will help to ensure that they are able to reach their full potential. Monitoring will consider the following:

- Are we identifying children's difficulties early and quickly?
- Is there effective communication between staff, parents and SENDCo?
- Are the Personalisation Plans addressing the needs of the children?
- Do the children know their own targets (Rainbow Targets)? Are they achieving?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

Make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the National Curriculum

This will be coordinated by the SEND Team (the SENDCO and other members of staff who directly support children with SEND) and will be carefully monitored and regularly reviewed in order to ensure that progress is made and all children's needs are catered for.

In addition to the success of early identification and monitoring, the success of the SEND children will be reflected in the following:

- The results and analysis of the National Comparison Tests.
- The results and analysis of SATs and teacher assessments.
- The views of the staff, parents and the Governing Body.

- The number of children whose needs are being met and who move across the Waves of Provision or off the SEND Register.
- The results and analysis of termly optional standardised Maths and English tests.

Work with parents

Partnership with parents and carers is crucial as it enables strong relationships to be formed and provides avenues for them to understand their child's educational journey. This includes supporting them in terms of understanding SEND procedures and practices and providing regular information on their child's progress.

Work with and in support of outside agencies

When the child's needs cannot be met by the school alone, specialist services are referred to. This may be in the form of advice through a professional consultation or actual involvement packages.

Ensure child participation

Child participation is necessary. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life. Creating a school environment where children feel safe to voice their opinions of their own needs is vital.

Provide a broad and balanced Curriculum

The Curriculum is delivered by skilled professionals, so that our children are enriched by, and understand and become tolerant of, difference and diversity. This ensures that they thrive and feel valued.

Admission arrangements

The admission arrangements for all children are in accordance Cornwall's Admission Policy and with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about the school's Admissions Policy can be found in the school prospectus and on the school website.

The SEND Team will coordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. This may include:

- Transition planning meeting with parents and staff from the current school and future placement
- Additional visits for children with SEND and their families
- Sharing of information across the Key Stage

Responsibility for the coordination of SEND provision

Miss Beaman, the SENDCo is responsible for over-seeing and coordinating provision for children with SEND. Miss Beaman has a wealth of knowledge and experience in coordinating provision for children with SEND. She has a Master's in Education and is a final year PhD student at Plymouth University specialising in Education. Her thesis will be submitted in Spring 2024.

St Germans Governing Body

The school's Governing Body has a responsibility to ensure provision for children with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice 2014.

In conjunction with the Headteacher, the SENDCo is responsible for the day to day running of the SEND Policy and:

- Liaising with and advising all staff members (teaching and non-teaching).
- Maintaining the SEND Register.
- Coordinating the provision for children with SEND.
- Coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND.
- Contributing to in-service training for staff.
- Liaising with outside support services, agencies and voluntary bodies.
- Assisting class teachers with regular updating of Personalisation Plans for children who are receiving SEND support.
- Assisting class teachers with drawing up Personalisation Plans for children with Educational Health Care Plans (EHCPs) in consultation with other staff members and parents, where appropriate.
- Maintaining close links with all parents of children with SEND.
- Coordinating Annual Reviews for children with EHCPs.
- Liaising closely with the Headteacher.

The Headteacher Mrs Bennett is responsible for:

- Overseeing and assisting with the efficient implementation of the SEND Policy and allocation and effective use of the SEND Budget.

Arrangements for coordinating SEND Provision

The SENDCo holds all SEND files centrally in compliance with GDPR Regulations.

All staff can access:

- The St Germans Primary School's SEND Policy.
- Practical advice, teaching strategies, and information about types of SEND.
- Information on current legislation and SEND provision.

Appropriate staff can access:

- Safeguarding information pertaining to individuals on St Germans Teams Site.
- A child's individual Personalisation Plans.
- EHCPs.

A Graduated Approach - Identification of a child's needs

Once a child has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The SEND Team will be consulted for support and advice and may wish to observe the child in class. If a need has been identified, it can then be established which level of provision the child will require. It may be determined that a child's need is such that slight adaptations are required and at this stage the involvement of the SEND Team is minimal. The child would then be identified as being on Wave 2 – targeted provision. If a child has recently been removed from the SEND Register, they may also fall into this category as continued monitoring will be necessary.

If a child is identified as having needs that require significant intervention, then they will be assessed as being at SEND Support and there will be greater involvement from the SEND Team. Termly Personalisation Plans are then completed with parents; identifying needs, establishing long term and short-term targets and identifying provision required to meet the targets. After intervention, it may be established that progress is minimal. If this is the case the SENDCo may make referrals to outside agencies for additional support.

SEND support

Where it is determined that a child does have SEND, parents will be formally advised of this and with parent consent, the child will be added to the school's SEND Register. The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process called the Assess, Plan, Do, Review Cycle (Fig.1):



(Fig.1) Access, Plan, Do, Review Cycle
Cornwall County Council (2023)

This Assess, Plan, Do, Review Cycle is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. The purpose of SEND support using an Assess, Plan, Do, Review Cycle approach is to help children achieve the outcomes set and enable provision to be tailored to suit the identified needs.

Assess

This involves clearly analysing the child’s needs using the class teacher’s assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The child’s views and, where relevant, advice from external support services will also be considered.

Any parental concerns will be noted and compared with the school’s information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SEND Team, support staff, parents and children (where appropriate) to agree the adaptations, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEND Team.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the child's progress and development, making any necessary amendments going forward, in consultation with parents and the child. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral will be made at a Child's Progress Meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SEND Team
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Statutory Assessment Team as to whether the child is eligible for an EHCP and if unsuccessful, parents have the right to appeal against a decision.

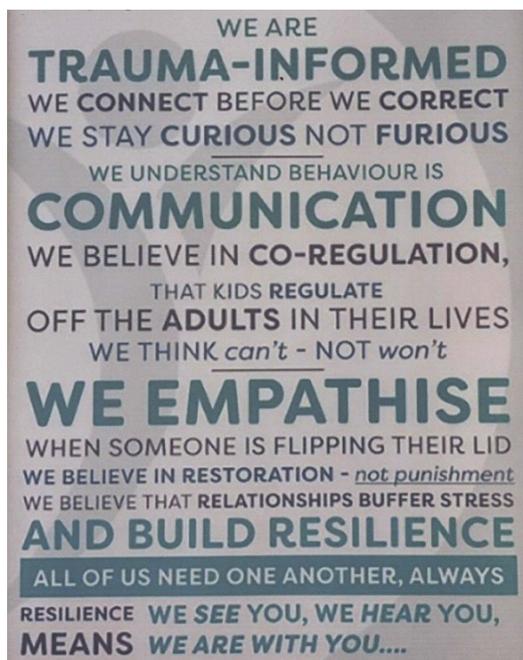
Further information about EHCPs can found via the SEND Local Offer.

Education, Health and Care Plans

Following Statutory Assessment, an EHCP may be provided by Cornwall County Council if it is decided that the child's needs are not being met by the support that has been reasonably adapted by St Germans Primary School. The school, outside agencies and the child's parents will be involved in developing and producing the Plan. Parents have the right to appeal against the content of the EHCP and they may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The Annual Review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Mental health and wellbeing



(www.sfit.org.uk 2023)

It is advised within the Transforming Children and Young People's Mental Health Provision (2017) that every school setting should have a Designated Senior Lead for Mental Health (Mrs Townsend). Individuals in this role can make a big difference to children and young people through promoting whole school approaches to mental health and wellbeing. Mrs Townsend is responsible for the effective monitoring of mental health and actively intervenes when needed. St Germans Primary School recognises the diverse needs of all children including those with SEND. Our school provides a pastoral approach to ensure that mental health and wellbeing needs are met, adopting a whole school THRIVE approach, alongside small group or 1:1 intervention with Ms Robertson (specialist THRIVE practitioner) for children who require a tailored THRIVE approach.

Lyndsey Wilde, our Education Mental Health Practitioner also supports weekly sessions of Decider Life Skills which aim to improve emotional intelligence and help children’s brains to develop positive habits.

We have a positive approach to behaviour management with a clear Relational and Behaviour Policy which is followed by all staff and children. Our Rainbow Room has recently been transformed into a sensory therapeutic space with a variety of equipment that provides all of our children with personalised sensory input—helping children calm and focus themselves so they can be better prepared for learning and interacting with others.

At St Germans Primary School, we recognise the damaging effects of suspensions and permanently excluding children as it leaves them open to further social exclusion which increases the chance of future harm. As a result, we will only suspend or exclude a child from school under exceptional circumstances.

In addition, Antecedents (A), Behaviours (B) and Consequences (C) charts are used to track and understand the behaviour of the child. By tracking ABC behaviours, this can help teachers to improve their understanding of what triggers certain behaviours and develop effective responses and support plans.

The use of reasonable force and safeguarding children with SEND

Keeping Children Safe in Education (2020) informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force. ‘Reasonable’ meaning ‘using no more force than is needed’. Keeping Children Safe in Education (2020) makes specific reference to using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions.

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour. This is very much about creating individual plans to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods. Keeping Children Safe in Education (2020) advises schools and colleges to carefully consider the risks, and recognises the added vulnerabilities of these groups and it references making reasonable adjustments, under the Equality Act 2010.

See Keeping Children Safe in Education (2020) and associated guidance for specific detail and guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

Keeping Children Safe in Education (2020) is clear that a Child Protection Policy for children with SEND needs to reflect the additional safeguarding challenges and vulnerabilities. Some children and young people may be particularly vulnerable to abuse and harm.

The Designated Safeguarding Lead, Deputies and Governors should be aware of the range of guidance and training that is available. At St Germans Primary School, we identify children who might need more support to be kept safe, or to keep themselves safe. We understand that children with SEND are especially vulnerable when identifying concerns, due to their impaired capacity to resist or avoid abuse. This Special Educational Needs and Disabilities Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers include:

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability without further exploration.
- Difficulties such as bullying can disproportionately impact children with SEND without them outwardly showing any signs.
- They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Facilities for children with SEND

St Germans Primary School endeavours to comply with accessibility requirements regarding the physical environment and access to the Curriculum.

Our current arrangements and identified adaptations are outlined in our Accessibility Plan and we recognise that modifications may need to be put in place to meet the needs of all children. The school has a range of facilities for children with SEND in place but if a situation arises where specialist equipment/ training is needed, then advice will be sought from specialist services.

Allocation of resources for children with SEND

For children with an EHCP, additional funding may be made available from the Local Authority. A SEND budget determined by the Headteacher and Governors (after consultation with the SENDCo) ensures that funding is available to meet the needs of each child.

Access to the Curriculum, information and associated services

Every effort will be made to educate children with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Team will consult with the child's parents for other flexible arrangements to be made.

Children with SEND will be given access to the Curriculum through the specialist SEND provision provided by the school as necessary and as far as possible in line with the wishes of their parents and the needs of the individual.

This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any children, including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments about SEND and SEND teaching.
- Encouraging staff to be up to date with teaching methods which will aid the progress of all children including those with SEND.
- Using in-class provisions and support effectively to ensure that the Curriculum is adapted where necessary.
- Making sure that individual or group teaching is available out of class where it is felt that children would benefit from this provision.
- Setting appropriate individual targets that motivate children to do their best and celebrating achievements at all levels.

Working in partnerships with parents

St Germans Primary School believes that a close working relationship with parents is vital to ensure early and accurate identification and assessment of SEND children. Having a close relationship can lead to the correct intervention and provision, enabling social and academic progress and making sure academic targets are set and met effectively. Parents are kept up to date with their child's progress through termly parents' consultative evenings, termly Provision Plan Meetings and termly/annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs.

If an assessment or referral indicates that a child has additional learning needs, the parents and the child will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up regarding the provision for their child.

Links to support services

If you have any concerns about your child's health and wellbeing or are looking for information on support available to parents and families, Miss Beaman has created a 'Padlet' of useful information to guide and support you.

Please use the web link below to access the Padlet.

[St Germans School Padlet - A collection of useful SEN information.](#)

The school continues to build strong working relationships and links with external support services to fully support our SEND children and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a child.

This will then be brought to the attention of the class teacher or the SENDCo who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Early Help Team.
- Cognition and Learning Services.
- EP (Educational Psychologist).
- Cornwall Child and Adolescent Mental Health Service (CAMHs).
- Speech and Language Therapist.
- Occupational Therapist.
- School Nurse.
- Hearing and Visual Impairment Support Services.
- ASD Support Services.
- Neurodevelopmental Team.
- Gweres Kernow.
- Social Services.
- MARU (Multi Agency Referral Unit).
- Additional services/professionals can be contacted to support individual needs.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND. The SEND Team attends relevant SEND courses and disseminates information back to staff. The Senior Leadership Team, along with the SENDCo, ensures that training opportunities are matched to the School Development Plan.

Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and children throughout the year.

This may be through:

- Data analysis.
- Discussions at Provision Plan Meetings.
- Conferencing with the child.
- Meetings with other professionals working with the child.

A child's progress will be monitored in a Child's Progress Meeting on a half termly basis in line with the SEND Code of Practice. Termly SEND reports to Governors track the impact of SEND Policy and practice throughout the school.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Headteacher who will be able to advise on formal procedures for complaint. The school's complaints procedure is outlined in the school prospectus and the SEND Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.